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CAP Committee

Thursday, October 24, 2019

12:30-1:45 p.m. | Kennedy Union 310

Present: Jim Brill, Chuck Edmonson, Heidi Gauder, Fred Jenkins (*ex officio*), Allen McGrew, Maria Newland, Michelle Pautz, Danielle Poe, Scott Segalewitz (*ex officio*), Randy Sparks (*ex officio*), Bill Trollinger, John White

Excused: Jon Fulkerson, Sabrina Neeley (*ex officio*), David Watkins

I. Report from the Diversity and Social Justice Curriculum Fellows

- A. Document: Diversity and Social Justice Curriculum Fellows Report (September 2019)
- B. Overview: The CAP Office, College of Arts and Sciences' Dean's Office, and Office of Diversity and Inclusion collaborated on the DSJ Curriculum Fellows initiative. A call for applications was sent out last spring that was open to faculty and staff. Six fellows were selected. The group was charged with compiling resources for faculty teaching or developing DSJ courses and developing guidance about what pursuit of the Diversity Institutional Learning Goal might look like at the different developmental levels. The group met regularly over the summer and are still engaged in conversations. They look forward to receiving the committee's feedback about the report. A meeting has been scheduled next week with the fellows and other stakeholders to discuss next steps.
- C. Discussion Highlights
 1. Some of the recommendations in the report call for further dialogue. While committee members recognized the value of dialogue, it was their sense that faculty who intersect with DSJ courses are looking for tangible guidance because the DSJ component is perceived as ambiguous.
 2. Information was shared about the College's committee regarding diversity in the curriculum that was formed around 2009. That definition of diversity was shared with the committee as a starting point was too broad and the committee wanted it to be more focused. Likewise, there have been challenges with defining diversity with respect to the DSJ component. DSJ courses can address different elements of diversity and, therefore, students could graduate with different understandings. To achieve common understanding, priorities need to be established.
 3. Question: Is there an opportunity at this time to establish some course learning objectives for DSJ courses?
 4. The committee discussed the scaffolded Diversity ILG outcomes from page 4 of the report. Since DSJ is meant to be an advanced component, the committee discussed the relation to how Diversity is covered in foundational CAP courses (e.g., Humanities Commons, CMM 100, SSC 200). The committee recognized that it would be a multi-year initiative to flesh things out at the different developmental levels to create the more intentional scaffolding that is desired.
 5. Question: Should the Diversity ILG be required for additional components? What is the mechanism to ensure that students will be exposed to it at all three developmental levels? The ILG is currently required for the following CAP components: Humanities Commons (all seven ILGs are included at the introductory level), CMM 100 (expanded), SSC 200 (expanded), Diversity and Social Justice (can vary between the three developmental levels). It was also recognized that students need material to be reinforced in order to retain it.
 6. The recommendations include creating a "tailored DSJ CAP course review process that includes evaluation of DSJ-specific learning outcomes as outlined in the dimensions document," as well as an "ongoing review process." The committee raised concerns about inconsistency with placing emphasis on a single component, as well as the logistics with implementing these recommendations.
 7. The committee discussed the challenges with achieving the desired goals of the DSJ component, as long as the requirement can be met with a single three-credit course rather than being integrated

throughout the curriculum. It was noted that the systems in place when CAP was developed didn't allow for tracking things outside of the classroom. While scaling up would be challenging, it was also noted that there is precedent with SBA's BWISE program for tracking things outside of the classroom.

8. The CAP 4-Year Review process focuses at the micro level with CLOs. There is a need to get to the mezzo and macro levels as well before CAP can be evaluated programmatically and ILGs can be evaluated.
9. With conversations occurring about the Diversity and Inclusion Assessment Task Force Report and next steps, the committee recognized the need for coordination since the task force report also addresses diversity in the curriculum.
10. The committee will need to follow up to develop and prioritize action steps in response to the report. In doing so, the committee should consider what could possibly be done within existing structures to keep things moving.

II. Consultation Guidelines

- A. Document: CAPC Guidance on Consultation in the Development of CAP Courses
- B. Discussion
 1. The draft was revised based on the committee's discussion at the last meeting. Additionally, information about consultation with respect to library resources was inserted under the Tips section. In practice, the question currently in CIM regarding library resources hasn't gotten much attention and there are specific instances where it would be helpful for proposers to consult with library staff. It was suggested to insert a "help bubble" about library consultation in the CIM course proposal form. Maria Newland will follow up with Heidi Gauder and Fred Jenkins about this.
 2. The guidelines will be added to the CAP website under the section about developing CAP courses.

III. Announcements

- A. Spring Meeting Schedule: Committee members were asked to review the Google Doc set up to collect availability and insert their information.
- B. Plans for Upcoming Meetings
 1. November 4: Discuss about the Catholic Intellectual Tradition and CAP. Una Cadegan from the Department of History will be a guest.
 2. November 21, December 2, and December 12: It is anticipated that all three meetings will include course reviews.
 3. To be scheduled: Planning for 4-Year Review work next semester, including reviewing a draft of the subcommittee report form.

The meeting adjourned at 1:40 p.m.

Respectfully submitted by Judy Owen, CAP Office